

Women's Studies and Pan-African Studies, doubled the research funds available for college faculty, developed a research initiative that enabled junior faculty to reduce their teaching loads and increase their scholarly endeavors, launched an impressive fund-raising campaign, initiated a new personnel policy, and made important gains in hiring women and minority faculty. Although his time at the University of Louisville was brief, Victor led the college with distinction until his untimely death.

Such a skeletal outline of some of the highlights of his career reveals little about Victor's personality, character, or acumen. He was a soft-spoken, gentle person of extraordinary warmth and kindness, a person possessing the remarkable ability to put others at ease, a person whose demeanor manifested a rare combination of intellect without arrogance, leadership without bullishness, goodness without a cynical underside. He was honest and straightforward in dealing with faculty concerns. He was a strategist par excellence, principled in his convictions, sensitive to the range of options available to achieve his objectives, and willing to try multiple means to attain his goals. He had great skill in working with people with different disciplinary interests to build consensus. He shared a ready smile, warm wit, and a remarkable joy-in-living with all who entered his office.

Victor also had a vision of liberal arts education that guided his various professional endeavors. Born of a lifetime of distinguished service as teacher, scholar, and administrator, this vision captures the values and virtues that characterized Victor's life. In a world too prone to instrumentalism, Victor conceived university education as a world of intrinsic values—a world in which teaching, research, and service are worthy in their own right. He understood that teaching is far more than the transmittal of information or the credentialing of the future white-collar labor force. From the wealth of his own classroom experiences, he understood teaching to be a humane process that enriches both teacher and student, a joint venture of discovery of natural phenomena, social

worlds and encultured imaginings; an on-going exploration in which one steeped in a tradition enables another to comprehend and appreciate that tradition in all its richness and complexity. He understood teaching to be a transformative project—one that cultivates the senses and the intellect and one that subtly transforms the world under investigation.

Precisely because of this dual aspect of teaching's transformative project, Victor believed that research and teaching are inseparably intertwined. He knew, as only a life-long scholar could know, that the world is constituted in large part by the categories and concepts that scholars create to comprehend it. The intricacies and complexities of this world-making are what great scholars share with their students in the classroom. From his own extensive research on the politics of ethnicity and the politics of the military in various African regimes, Victor gleaned a conception of political possibility that he shared with his students—both in the traditional context of graduate and undergraduate education and in the non-traditional context of United Nations-sponsored conferences that sought him out frequently for instruction.

Victor envisioned the university as a place where he could empower others to understand and shape the world around them. He saw the university as a place where he could foster research and scholarship as an essential feature of our collective endeavor.

Victor also held a view of the university as a community of equals, a community in which diversity could be cherished, not just tolerated, a community in which service means pursuing opportunities to work together to accomplish goals of our own choosing, a community in which each member's contribution is respected and valued. Precisely because Victor understood college existence to be qualitatively different than life in the worlds of business, finance, industry, or entertainment, he believed that faculty engaged in service to the university could transcend personal idiosyncrasies, disciplinary rivalries, and cultural stereotypes, and live collegially—with a proud consciousness of the privileged nature of education,

a devotion to their profession and a keen commitment to carry collective projects to completion, despite limitations imposed by the finitude of resources and the fallibility that haunts us all.

In his life, Victor pursued this vision with unswerving dedication and unflagging energy. His efforts enriched all those who had the privilege to know and work with him. His leadership, his friendship, and his many contributions to the profession will be well remembered and sorely missed. To honor his vision and to help continue his efforts, Victor's wife, Carol, and his three children, Ade, Michael, and Gayle, have established the Victor Olorunsola Young Scholars Research Fund at the University of Louisville.

Mary Hawkesworth
University of Louisville

Robert E. Scott

Robert E. Scott, professor of political science emeritus, died suddenly on December 7, 1990, in his home in Urbana, Illinois. He was a specialist in Latin American politics.

Scott was born in Chicago in 1923. He received a bachelor's degree (1945) and masters (1946) from Northwestern, and his doctorate from the University of Wisconsin, Madison, in 1949.

He joined the University of Illinois at Urbana-Champaign faculty in 1949, rising to the rank of Professor in 1961. He held joint appointments with the Center for Latin American Studies and Center for International Comparative Studies, where he was associate director. In 1962 he had an appointment with the Brookings Institution, Washington, D.C. In 1965 he was a visiting professor at Yale.

Scott served on several panels and committees for the Ford Foundation, the National Science Foundation, and the Social Science Research Council. For the NSF he was a member of the political science panel. He was a founding member of the Latin American Studies Association.

His book, *Mexican Government in Transition* (published in 1959 and revised in 1964) was widely quoted by American and Mexican scholars.

In addition to his work on Mexico, Scott wrote on the politics of Argentina and Latin America generally, focusing on such topics as constitutional development, foreign policy, nation building, and student activism.

He travelled frequently in Mexico and, in 1982, was a participant-observer of the transfer of power from President José Lopez Portillo to President-elect Miquel de la Madrid Hurtado.

Scott is survived by two brothers: Jules of Naperville, Illinois, and Richard (a twin) of Chicago.

Samuel Gove
*University of Illinois,
Urbana-Champaign*

Amry Vandebosch

Amry Vandebosch, Founding Director of the Patterson School of International Commerce and Diplomacy and long-time chair and professor of political science at the University of Kentucky, died on Sunday, October 21, 1990. "Dr. Van" attended Calvin College not far from his hometown for his freshman and sophomore years, and then served as an enlisted man in the U.S. Army in Europe during World War I. Because he happened to be relatively fluent in French, he was transferred from his machine gun company and given a special assignment as a translator in liaison work between senior American and French generals. It was his first taste of international diplomacy—a subject and an activity that would occupy the rest of his professional life in one form or another.

After the Armistice, Vandebosch returned home to Michigan but chose to resume his studies at the University of Chicago, where he received his undergraduate degree in 1920. Continuing directly into graduate studies, he earned his Ph.D. in 1926. Even today, the University of Chicago's department of political science during that 1920s period is still regarded as perhaps the greatest group of scholars in this discipline ever assembled on one campus, shaping the field for decades to come. Van earned his doctoral degree under those "giants"—people such as Beard and Lasswell. His own work

looked at the broad themes of international law, politics and organizations, but also on the more specialized subject of the Dutch overseas empire and its impact on those areas where the Dutch colonial impact was particularly heavy.

Vandebosch did a little bit of high school teaching and also undertook a two-year teaching apprenticeship (1924-26) as a pre-doctoral instructor at Iowa State before immediately accepting a junior position as a political science faculty member at the University of Kentucky when his Ph.D. was completed in 1926. Aside from an occasional year as a visiting professor at distinguished institutions elsewhere, and not counting a brief period on the Centre College faculty after retiring at Kentucky, Dr. Van spent his entire academic career on the UK campus—including 25 years (1933-58) as head of the department of political science and then six years (1959-65) at the first Director of the Patterson School. He received every honor that the University of Kentucky could bestow on a faculty member, including an honorary doctorate. He also received many other forms of professional recognition—for example, he was one of only two people to have served as president for both the Southern and the Midwestern Political Science Associations. He was clearly a prominent figure and strong influence in introducing and expanding international studies in these two major regions of the United States.

Although his age and his World War I service would have gained him an exemption from service during World War II, Dr. Van took a leave of absence from UK in order to make his own contribution to the great effort—first, a year with the OSS (1941-42) in which his knowledge of the Dutch islands in the Southwest Pacific was used to develop a native network of observers to monitor the movement of Japanese ships; and then three years (1942-45) of diplomatic work with the U.S. Department of State. The pinnacle of his service in diplomacy was membership on the famous U.S. delegation to the San Francisco Conference in 1944-45 where the United Nations Charter was drafted and approved.

He was a friend and mentor to generations of students, many of whom went on to achieve distinguished careers of their own. He was equally well regarded by—and a benevolent influence on—numerous colleagues and thousands of others who knew him at one time or another over his long and lively life. A representative of the "old school" in believing that a professor had a duty to profess, Dr. Van was never without well-peppered and sometimes well-salted views on a wide range of public issues both domestic and international. Small in stature but large of heart, he could quickly smile during and after loud exchanges of views, often proposing a beer and a game of pool as the denouement for a vociferous shouting match.

He is survived by his widow and frequent scholarly collaborator, the former Mary Belle Wilcox, whom he married on March 22, 1926. Their two children are Robert, a distinguished professor of nuclear physics at the University of Washington, and Margaret Anne, who has held academic affiliations at Florida State University and elsewhere. All who knew Amry will miss him.

Contributions in memory of Amry Vandebosch may be sent to: Amry Vandebosch Memorial Fund, Patterson School of International Commerce and Diplomacy, 455 Patterson Office Tower, University of Kentucky, Lexington, KY 40506.

Vincent Davis
Patterson School

W. E. Lyons
University of Kentucky

George V. Wolfe

George V. Wolfe, professor emeritus at The College of Idaho, passed away on December 15, 1990 at his home in Caldwell, Idaho. He was 86 years old.

George Wolfe was born September 24, 1904, in Vienna, Austria, where he spent his childhood and later enrolled in the Doeblinger Gymnasium. He was admitted to the University of Vienna in 1922. At that time he wished to teach history and, since history teachers had to undertake other subjects, he majored in history, geography, and philosophy